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ABSTRACT

Designed for use by individuals interested in organizing and planning entrepreneurial activities targeted for youth, this booklet suggests procedures, ideas, and resources for activities that can be sponsored on a limited budget; and addresses the programmatic concerns new project directors may face in getting their projects started. Introductory material provides information on the Minority Business Enterprise Project, a program involving 12 two-year colleges in providing career awareness and management training for minority youth. Unit I offers guidelines for creating community awareness, support, and mobilization, highlighting strategies for participant and volunteer recruitment, and volunteer recognition. Unit II addresses program planning, dealing with objectives and activities/methodologies. staffing, budgeting and management, recordkeeping and reporting, evaluation, and follow-up. In unit III, examples are provided from pilot program materials, including samples of news releases, correspondence, forms, and certificates of participation. Unit IV lists resource persons, including pilot project directors, directors of Minority Business Development Agency Regional Offices, and congress people. Finally, unit V identifies other resources, including assistance agencies, associations, and organizations; books; periodicals; and films. (LAL)

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Minority Business Enterprise Project

Directors' Planning Guide

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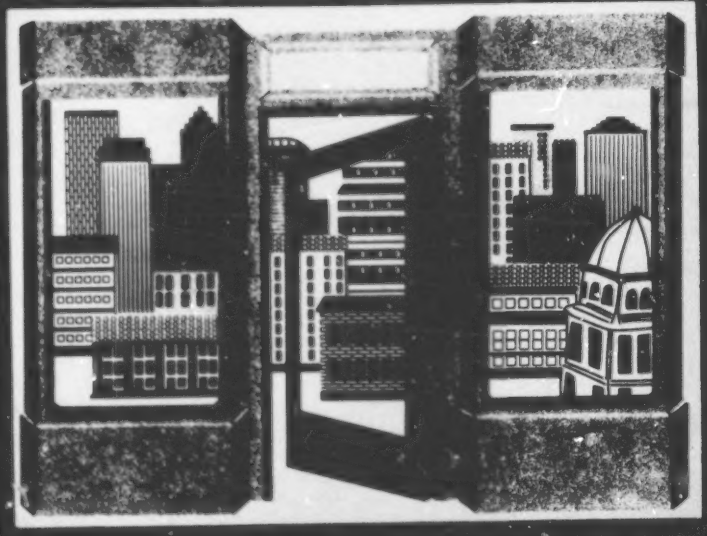

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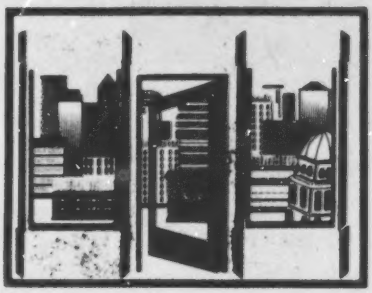

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September 1984

James Richardson Gonzales, national director of the Minority Business Development Agency of the U.S. Department of Commerce, with Irma Burks, national project director, and AACJC President Dale Parnell.

"The American Association of Coummunity and Junior Colleges was pleased to play a role in strengthening and coordinating national efforts to make the most out of our human capital. We salute Mr. James Richardson Gonzales, director of the Minority Business Development Agency, and his staff, whose assistance made this project possible."

Dale Parnell
President
American Association of Community and Junior Colleges

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Preface

This booklet is intended for use by individuals interested in organizing and planning entrepreneurial activities targeted for youth. It brings together the successful operational procedures used by 12 project directors to implement a national Minority Business Enterprise Project sponsored by their respective two-year colleges, the American Association of Community and Junior Colleges, and the Minority Business Development Agency of the U.S. Department of Commerce. The *Directors' Planning Guide* suggests procedures, ideas, and resources for youth entrepreneurialactivities that can be sponsored on a limited budget. It addresses the programmatic concerns new project directors may have in getting their projects started.

The original idea for the *Directors' Planning Guide* was written into the proposal as a product to be developed to provide the 12 project directors with information to assist them in the operation of their pilot projects. However, due to the scheduling of orientation sessions to coincide with the celebration of Minority Enterprise Development Week in early October, there was not enough planning time for the development of the guide. Therefore, the decision was made to issue the guide upon completion of the project and to include in its contents the valuable input of the 12 project directors.

The guide is not a cookbook outlining a fixed set of ingredients for a Minority Business Enterprise Project but, rather, is a set of guidelines that can be varied from project to project to address the specific needs of each community. It is with that in mind that readers should use this guide.

Introduction

On September 28, 1983, under the authority of Executive Order #11625, the Minority Business Development Agency of the U.S Department of Commerce awarded a grant to the American Association of Community and Junior Colleges to implement the Minority Business Enterprise Project. The project was to be implemented at the following 12 community, technical, and junior colleges:

1) Albuquerque Technical-Vocational Institute
   525 Buena Vista SE
   Albuquerque, New Mexico 87106
   Project Director: Dr. Dale Kerby

2) Atlanta Junior College
   1630 Stewart Avenue, S.W.
   Atlanta, Georgia 30310
   Project Director: Ms. Gloria Christler

3) Community College of Baltimore—Harbor Campus
   2901 Liberty Heights Avenue
   Baltimore, Maryland 21215
   Project Director: Ms. Lillian Smith

4) Cuyahoga Community College
   700 Carnegie Avenue
   Cleveland, Ohio 44115
   Project Director: Dr. LaVonne Turner

5) Pioneer Community College
   6217 Prospect
   Kansas City, Missouri 64130
   Project Director: Mr. Mack Alexander

6) Los Angeles Trade Technical College
   400 West Washington Boulevard
   Los Angeles, California 90015
   Project Director: Ms. Shirley "Chini" Johnson

7) Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
Project Director: Dr. Jaime Chahin

8) Miami-Dade Community College
11011 S.W. 104th Street
Miami, Florida 33168
Project Director: Mr. Bennie Moore

9) Borough of Manhattan Community College
199 Chambers Street
New York, New York 10007
Project Director: Dr. Elinor Garely

10) Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, Pennsylvania 19130
Project Director: Dr. Sydney Jaffe

11) San Francisco Community College District
33 Gough Street
San Francisco, California 94103
Project Director: Dr. Willis Kirk

12) Inter-American University
G.P.O. Box 3255
San Juan, Puerto Rico 00936
Project Director: Dr. Vidal Velez

The Minority Business Enterprise Project is divided into two components:

Career Awareness Component

This component is designed to introduce and excite 12,000 youth (1,000 youth in each of the 12 cities) to the career opportunities that business ownership/management offers. By learning at an early age about the realities of entrepreneurship, young persons will be able to make intelligent decisions about whether they should pursue this goal.

Management Training Component

This component is structured to build the skills of 600 current minority business owners or managers (50 in each of the 12 cities) to help ensure success in the development of their businesses. Studies have shown that businesses are more likely to succeed when the entrepreneur has been prepared for ownership responsibilities.

The ultimate goals of the Minority Business Enterprise Project are the generation of new employment opportunities for minorities, increased opportunities for private employment and business ownership, expanded involvement of private agencies, and the introduction of entrepreneurial concepts at an early age.

In order to provide for collaboration and support from the business world and the community at large, the Minority Business Enterprise Project attempted to work with the local Minority Business Development Centers in the 12 designated cities. Two national minority advocacy organizations specializing in linking youth to business and industry agreed to serve as subcontractors on this new initiative. They are:

Opportunities Industrialization Centers
of America, Inc.
100 West Coulter Street
Philadelphia, Pennsylvania 19144
Program Manager: Mr. Tony Moore

SER/Jobs For Progress, Inc.
1355 River Bend Drive
Dallas, Texas 75247
Program Manager: Mr. Victor Montes

It was the intent of the Minority Business Enterprise Project to lay the groundwork for subsequent on-going local public/private partnerships in support of minority business management development. One of the ways in which this was to be accomplished was through the development of project materials with which activities could be replicated in other communities not participating in the pilot project. For this reason, the *Directors' Planning Guide* was developed. Credit is given to the 12 pilot project directors for their contributions to the development of the guide. The *Directors' Planning Guide* was coordinated and edited by Irma Burks, Project Coordinator, Minority Business Enterprise Project, American Association of Community and Junior Colleges.

Unit I.

Creating Community Awareness, Support, and Mobilization

A strong interdependent relationship with the community is essential for the implementation of a successful Minority Business Enterprise Project. The staff of the project must be sensitive to both the needs and the strengths of the community. Effective public and private support and mobilization is vital to the successful recruitment of participants, as well as volunteers, for the project. The term "volunteers" in this context refers to entrepreneurs, speakers, instructors, project sponsors, and any other individuals who might give their support in implementing the project goals.

Thorough knowledge of the needs of the project's target area will help to identify those organizations and agencies within the community that will be most helpful. Therefore, as plans for a Minority Business Enterprise Project are formulated, one of the project director's first tasks will be to organize a broad-based dedicated advisory committee. The list of community resources from which to select advisory committee members might include such agencies and organizations as local educational agencies; state departments of education; community, junior, and technical colleges; universities; Minority Business Development Centers; local chambers of commerce; state and national congressional delegations; vocational student organizations; corporate, trade, and professional associations; neighborhood youth organizations; special interest

groups; volunteer groups; parents and community organizations; church groups; media groups; secondary schools; small business associations; local entrepreneurs; school and government agencies; and fraternities and sororities.

Suggested strategies that may be used with community groups to encourage their support and stimulate their interest in a Minority Business Enterprise Project are:

1) using a team approach to plan and facilitate project and thus avoid turf battle;
2) scheduling workshops and forums to create a greater awareness of entrepreneurship opportunities;
3) providing in-service training activities by entrepreneurs;
4) promoting awareness of the value and need for growth of small businesses;
5) demonstrating how entrepreneurial education can strengthen the business climate;
6) inviting state legislators, congressional delegations and small business owners to make presentations on entrepreneurial education;
7) co-sponsoring activities on entrepreneurial education with other groups such as Minority Business Development Centers, the Small Business Administration, the AACJC Small Business Training Network, and professional and trade associations; and
8) obtaining assistance from Minority Business Development Centers and Regional Minority Business Development Agencies to promote entrepreneurial education.

Morever, one of the best ways to encourage community involvement is for the project director and staff to become actively engaged in the support of various agency and organization projects. Such participation is a good way to build communication and place the project in the public eye. It also facilitates face-to-face contact between the project director and community leaders, thereby revealing these leaders' perceptions of the community needs and of potential sources of support.

Recruitment of Participants

Once the community resources have been thoroughly explored and an advisory committee established, strategies for using the community resources to recruit project participants and volunteers to assist in the implementation of the project

goals will be developed. Good recruitment sources for project participants are secondary schools; community, junior, and technical colleges; youth organizations; Upward Bound; Talent Search and Educational Opportunity Centers projects; church groups; community organizations; and private sector groups.

Recruitment of participants for the project is a challenging experience. There is no single technique that is effective in all geographic locations. Most project directors will probably use a variety of approaches. Listed below are some of the recruitment strategies that were used by the 12 pilot project directors of the Minority Business Enterprise Project:

1) spotlights and announcements on local radio stations;
2) spotlights and announcements on local television stations;
3) newspaper announcements;
4) posters with few words and large print;
5) project brochures;
6) mailings to schools and local agencies;
7) door-to-door campaigns in target area;
8) short presentations made to local groups;
9) having community resource persons speak on behalf of the project;
10) high school and college counselors; and
11) referrals from community resource persons and/or advisory committee members.

One point to keep in mind is that recruitment of minorities often involves a difference in language. Effective recruitment messages must be in the language of the target population. When possible, bilingual volunteers should be used.

Recruitment of Volunteers

Personal contact with and involvement in as many community organizations as possible will increase the project director's chances of mobilizing support from these groups in recruiting volunteers for the project. Membership on community advisory councils and attendance at public meetings are good ways to foster interaction between the community and the project staff.

Recruitment sources for volunteers for the project might include Minority Business Development Centers; local chambers of com-

merce; business and professional organizations; local entrepreneurs; the Small Business Administration; educational institutions; and retired bankers and business executives.

As a part of the recruitment strategy for volunteers, the project director should first look at the project goals and consider such factors as:

1) How many participants are to be served?
2) How many activities will be needed to serve the targeted participants?
3) How many volunteers will be necessary for implementing the project goals?
4) What is the timetable for completion of the project?

The approaches for recruiting volunteers are essentially the same as those used for the recruiting of participants. Some suggestions are:

1) personal contacts;
2) speaking engagements;
3) mailings (letters, announcements, and newsletters);
4) referrals by the advisory committee, private agencies, and other organizations; and
5) public media (television, radio, and newspapers). Useful things to do when dealing with the public media are:
   a) Ask for specific free help for carefully represented real needs.
   b) Follow through to the nth degree on media contacts.
   c) Take a thoroughly professional approach.
   d) Develop a personal contact within the media by, for example, inviting the designated person to visit some of the project activities.
   e) Be careful of overkill; too many requests to the media can defeat the whole purpose of contacting them.

   An additional use of the media might be to develop a video film or slide presentation in which local minority entrepreneurs give an historical overview of their experiences in their business careers. Such a product is useful for recruitment purposes and workshop sessions.

In order to effectively recruit volunteers, it is necessary to appeal to them in a direct manner. They must be sold on the importance of introducing the concept of entrepreneurship to youth as a career option, and they must also help young persons to understand that

businesses are more likely to succeed when the entrepreneur has been taught the skills required for ownership. The volunteers need to be aware of how understanding these concepts helps not only youth, but also businesses in general and ultimately the whole community by providing more jobs. Volunteer recruiting activities should be personal and on the volunteers' home turf.

Once volunteers have been recruited for the project, it is the responsibility of the project staff to see that the volunteers are well informed about project goals and objectives and that they know what is expected of them. The volunteers should be involved in both the planning and implementing of the project activities. If they are willing to commit their time and energies to the project, they should be ensured of receiving adequate information from the project staff.

Volunteer Recognition

Recognition is another factor to be considered in working with volunteers. Recognition can be in the form of verbal comments, a personal letter, and article in the project newsletter or a local newspaper, a certificate of appreciation, a citation or a plaque. How the volunteers are to be rewarded is a decision that the project director and staff members need to make. Whatever form the reward takes, the volunteers should be made to feel that they are really appreciated.

Finally, if the project is to succeed in the targeted community, it must be "wed" to as many local organizations and agencies as possible. Project success depends upon support and involvement from local resources.

Summary

A successful start has been achieved when project staff have:

1) publicized the project grant;

2) determined community project needs;

3) formulated general project goals;

4) identified community resources;

5) researched the community for human and financial resources;

6) established contacts with community resource personnel;

7) contacted local Minority Business Development Centers;

8) established a broad-based advisory committee;

9) determined the number of participants to be served;

10) designed recruitment strategies for participants;

11) designed recruitment strategies for volunteers;

12) designed an intake or application form;

13) established the goals and objectives for the volunteers; and

14) designed a plan for recognition of volunteers for their service.

Unit II.

Program Planning

Once the project director has enlisted interest and support from local businesses, schools, and civic and professional organizations and agencies for a Minority Business Enterprise Project, the next phase in implementing the project is program planning. Consideration should be given to these factors:

1) number of youth and adults to be served (project size);
2) location of the project (academic or agency setting);
3) objectives and activities/methodologies;
4) staffing pattern;
5) budget planning and management;
6) recordkeeping and reporting;
7) evaluation of the project; and
8) follow-up.

The number of youth and/or adults to be served by a Minority Business Enterprise Project is contingent upon that target population, the facilities, the community resources, and the budgetary limitations of the project. Each of the 12 pilot projects were funded to serve 1,000 youth and 50 adults.

The project location or setting is also restricted to what is available in the community. Therefore, discussion of program planning begins with:

Objectives and Activities/Methodologies

Preparing objectives ensures that the project has a definite plan of action. To be effective, they should express *what* is to be accomplished, *for whom* and *when* it is to be done, and *how* accomplishment is to be measured. Writing measurable objectives for the project makes it easier to evaluate its success.

An example of an objective for the project might be:

Recruit 1,000 minority youth through media and referrals for participation in a career awareness activity scheduled for October 15, 1984 and use registration forms to document attendance.

After objectives have been identified, the next step is to formulate activities/methodologies that will assist the project in accomplishing its objectives. Just as each project director will have particular objectives, he or she will also have to decide what are the best activities/methodologies to use. Second and third choice alternatives should be considered to deal with the number of unpredictable variables that can impact upon the project. Such variables might include the number of minority participants that can be served by the project; the actual rate of attendance at the scheduled activities; the possibility of inclement weather conditions requiring rescheduling of activities; the possibility of not being able to recruit enough volunteers to assist in implementing the project activities; and scheduling conflicts with other school and community events.

Timelines. The project should set timelines to ensure that activities are completed on time. Thus, it is essential that target dates be written into the project objectives. While target dates are not ironclad, they at least help to keep the project director and staff on track for meeting the deadlines of the project activities. The project director should be realistic in planning activities and timeframes because most funding sources will hold him or her accountable for unmet deadlines.

Pilot Project Career Awareness Activities. A variety of career awareness activities were sponsored by the pilot project directors that reflected the flexibility they were given to shape their programs in response to local needs. Most of these activities included a general orientation or opening session where the goals and objectives of the project were explained, and usually a motivational speech on entrepreneurship was given. The afternoon sessions

were designed to provide the minority entrepreneurs the opportunity to showcase their business and for the participants to visit with the entrepreneurs in groups and one-on-one.

Some of the project directors showed films on entrepreneurship to motivate the students and followed with workshops and/or presentations by local minority entrepreneurs. A poster contest was included as part of one of the career awareness activities. One project director scheduled a career awareness activity in a shopping mall and another project director sponsored an outdoor career fair. Many of the project directors conducted presentations to groups of minority students in their local high school settings. Some of the project directors co-sponsored their youth awareness activities with other youth groups, such as Distributive Education Clubs of America (DECA), Upward Bound, and Special Services Projects.

All of the career awareness activities provided for discussion by the participants. Most of the project directors prepared kits containing valuable materials on entrepreneurial education. The minority entrepreneurs also provided the participants with sample products and handouts intended to allow for continued learning on the part of the participants.

Pilot Project Business Management Training. Business management training was offered by most of the projects through their small business training network. However, some of the management training was given through workshops and seminars. One of the project directors sponsored a conference in conjunction with the local Minority Business Development Center. Several projects contracted with professional management consultants to deliver the management training.

Other activities that a Minority Business Enterprise Project director might consider sponsoring are:

1) conferences and seminars on entrepreneurship for minorities designed to acquaint minority youth with the many facets of entrepreneurship;
2) field trips to minority owned small businesses where participants are allowed to observe the world of work, various occupations, and the contributions industry makes to the economy;
3) "simulation" activities in which participants set up a business and discuss such factors as whether there is a need for the product or service; how to produce or deliver the produce; how to attract customers; how to make a profit; and why the company went broke;

4) "shadowing" activities providing participants the experience of following a business owner through a normal business day; (This activity gives the participants a more knowledgeable and sympathetic attitude toward business, the American free enterprise system, and the important role played in the community by various business enterprises.)
5) "business owner mentoring" which provides the participants actual work experience;
6) Junior Achievement type opportunities projects targeted for minority youth;
7) entrepreneurial fairs;
8) community information sessions regarding entrepreneurial education; and
9) Adopt-A-School: a business which adopts a school may sponsor students spending a day with an employee in their business.

The needs of the project director's community along with his or her project objectives are the important factors to consider in designing the project activities.

Staffing

Each pilot project was funded for a part-time director and a part-time secretary for a six-month period. However, most of the project directors varied their staffing designs to meet their individual project needs. Based upon experience gathered from the staffing patterns of the pilot projects, it has been determined that the project needs a minimum of 50 percent time committed by the project director and the secretary.

Job descriptions should be developed and kept on file for all paid staff. Ideally, the volunteers should have job descriptions also, for this provides them with a clear idea of what the project needs are as well as what services they can offer. All paid staff should have an up-to-date curriculum vitae on file.

The project staff should be provided orientation and in-service training sessions. No format is recommended for these training sessions; however, it should be noted that these sessions are an important means of building confidence as well as knowledge. Therefore, all training sessions should be taken seriously and have a clearly stated purpose.

Budget Planning and Management

Budget planning and management assures that what is planned can be accomplished and keeps track of how the money is spent.

The first step in planning a budget is to assign a monetary value to each of the anticipated activities and operations. Next, costs should be listed under designated categories such as personnel, supplies and materials, travel, support services, and indirect costs. The indirect costs item provides for the wide range of services to the project, including use of space, heating, lighting, administration of the project, and other similar support costs. The indirect cost rate varies; thus, it will be necessary for the project director to get an established rate if his or her institution/agency does not already have one.

The pilot projects were alloted $12,450 from federal sources and $4,050 in-kind contributions from their sponsoring institutions, for a total budget of $16,500. Many of the projects received some funds from private sources and most of the insititutions contributed considerably more than the minimum in-kind requirement of $4,050.

As sources of funding are sought it is helpful to contact the local chamber of commerce, local foundations and private industry, state and federal agencies, colleges and universities, and community organizations and agencies.

The project director should also consider seeking funds from a combination of funding sources, as well as possible alternatives for funding support. This provides additional sources of money and strengthens the project by giving it a linkage with more than one organization or agency. Moreover, the greater the number of agencies/organizations contributing funds to the project, the greater the likelihood of other agencies/organizations making contributions. In addition, commitments to sustain the project for more than a single year should be solicited from the funding source(s).

Once funding for the project has been received, the budget should be used as a management tool—for planning the regular activities and keeping in mind the limitations of the project and the staff. It is important to keep accurate and up-to-date records of all expenditures for the project. All time spent on the project by paid staff should be properly documented.

Budgeting, when done correctly, provides the essential information needed to ensure the success of the project, and assures that the project has been carried out in a way that gives useful information to both the project director and others who may need to know

what was accomplished or attempted and/or how the project funds were spent.

Recordkeeping and Reporting

The development of a collection of simplified forms on which to record various data about the participants and the project is a must. Data should be maintained on the number of participants who attend each activity and should include age, sex, grade, and ethnic preference. All records should be kept up to date.

Reports should be written on a monthly or quarterly basis. The goal of this exercise is to provide information which will assist in the management of the project and document the effectiveness of project activities.

Evaluation

Evaluation is most effective when it is incorporated into the project from the very beginning, rather than imposed on it at the end. Evaluation should be seen as a feedback and support tool, not merely as criticism. It should be used to clarify administrative processes and to keep essential information on each participant.

The evaluation process should allow participants the opportunity to respond to what is helpful and what is not helpful about the project activities. It should also allow the participants to indicate what changes they would like to see in future activities.

The timetable and the statement of measurable objectives are effective tools for the staff to use in evaluating the project.

An evaluation process shows what progress is being made toward fulfilling the project goals and how to clarify or modify these goals if need be.

Written evaluations should be submitted by participants for all project activities.

Follow-Up

Follow-up is an essential component of the project. Effort should be made to plan an extensive follow-up component. Follow-up activities might be one of the objectives that the project director attempts to get funded locally.

Follow-up information and/or activities should relate to the changes that are intended to be made in the project participants.

Suggested follow-up activities are:

1) continued use of MBDCs and business networks for making contacts;
2) follow-up on contacts made with local entrepreneurs at career awareness activities and business management training sessions;
3) telephone calls;
4) forums;
5) continuation of specific activities designed to facilitate entrepreneurial success;
6) surveys to gather information from participants about their plans with respect to entrepreneurship; and
7) continued contacts at business and social functions.

Information needed to follow up on project participants should include their home address, school address, business address, and telephone number.

Summary

A successful project has been implemented when project staff have:

1) formulated project objectives;

2) stated project objectives in measurable terms;

3) developed a realistic time plan;

4) developed a program of work (activities);

5) publicized project activities;

6) recruited volunteers and obtained the community resources necessary to implement the program of work;

7) procured adequate space for the scheduled activities;

8) procured appropriate hand-out materials for the participants;

9) decided what jobs are needed to implement the project activities;

10) developed a pattern of staffing;

11) developed a job description for each position;

12) set aside regular schedule time for staff orientation, staff meetings and in-service training;

13) researched local community, state and federal resources for funding the project;

14) developed a budget that provides for the cost of implementing project activities;

15) developed budget management strategies to document how the money is spent;

16) developed forms for adequate recordkeeping and reporting;

17) developed evaluation instruments for all project activities; and

18) developed procedures for follow-up activities.

Unit III.

Examples from Pilot Program Materials

The following samples of materials used in the 12 pilot projects include a press release announcing the start of the project, four letters requesting various types of support for project activities, three kinds of forms used by project staff, and the certificates awarded for project participation.

News Release

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

NEWS RELEASE

One Dupont Circle/N.W./Suite 410/Washington, D.C. 20036/202-293-7050

Date: October 7, 1984
Topic: $444,000 GRANT TO ADVANCE MINORITIES IN SMALL BUSINESS CAREERS
Contact: Irma Burks

Washington, D.C.—Presidents Reagan's Private Sector Initiatives program has resulted in a $444,000 grant to help minority group members to advance in small business careers, Dale Parnell, President of the American Association of Community and Junior Colleges, announced today.

The grant from the Minority Business Development Agency, U.S. Department of Commerce, will provide services for 12,000 minority young people to increase awareness of business and private ownership careers. It will also provide small business management training to 600 minority owners/managers. Irma Burks will serve as project director.

Colleges involved in the minority business training program are: Albuquerque Technical-Vocational Institute, New Mexico; Community College of Baltimore, Maryland; Atlanta Junior College, Georgia; Cuyahoga Community College, Cleveland, Ohio; Los Angeles Trade-Technical College, California; Texas Southmost College, Brownsville, Texas; Pioneer Community College, Kansas City, Missouri; Borough of Manhattan Community College, New York; Community College of Philadelphia, Pennsylvania; Inter-American University of Puerto Rico, San Juan; Miami-Dade Community College, Florida; and San Francisco Community College District, California.

"I am especially gratified that community, technical, and junior colleges will be the priority vehicle for providing minority group small business education and training," Parnell added. He emphasized that the minority business training program is one more initiative undertaken by the Putting America Back to Work project jointly sponsored by the American Association of Community and Junior Colleges and the Association of Community College Trustees.

"Successful small businesses that are able to hire more workers are one of the crucial elements in this nation's economic recovery and human resource development," he said. "If each small business across the country could employ just one additional qualified worker from among the pool of unemployed or displaced workers, our disgraceful unemployment problem would be solved."

Correspondence

Dear _____

As we discussed in your office this past Thursday, March 8, 1984, the U.S. Department of Commerce and the American Association of Community and Junior Colleges is sponsoring a Minority Business Enterprise Project. Puerto Rico has been selected as the targeted area and Inter American University has been chosen to lead the local efforts in the implementation of this project.

Among the purposes of this project is a Career Awareness Component designed to introduce 1000 minority youth to the possibilities that business ownership/management offers as careers. We hope to motivate and excite minority youth about the opportunities of business ownership.

In order to reach the youth market, we would like to coordinate our efforts through your instructional area of Distribution and Marketing Clubs.

We anticipate that we could hold these career orientation talks at the end of April at various geographic locations in your school system. The actual locations will be determined at the end of this month.

We visualize your instructional area playing a significant role in the implementation of this project and look forward to your cooperation.

Dear _____

How often have you wished you had the opportunity to tell someone about the good and bad experiences you've encountered along the road to becoming a minority entrepreneur? How often have you wished that you had received helpful information and assistance when you were a new or even a potential entrepreneur? Have you wished that there were some new hands or faces in the market to help you expand or create new business?

Surely you have expressed these desires, if only in the far recesses of your busy mind. Now, the U.S. Department of Commerce has provided an opportunity for you to share your expertise and experiences with minority youths. The U.S. Department of Commerce has funded the Minority Small Business Enterprise Project, conducted by the American Association of Community and Junior Colleges and sponsored by the Minority Business Development Agency, U.S. Department of Commerce. Atlanta will be represented in the project by Atlanta Junior College. With the cooperation of the Atlanta Board of Education, the Minority Purchasing Council, Chamber of Commerce, Minority Business Development Center, Atlanta Economic Development Center, Small Business Administration, other interested participants and, *YOU*, we will help young people to know that there are opportunities for them in the world of entrepreneurship.

One of our major goals is to reach 2,000 minority youths. In order to reach this goal we have planned a Minority Business Youth Fair to be held at the Martin Luther King Community Center on March 29, 1984. Please look over the enclosed agenda for our Minority Business Youth Fair. We *NEED* your participation to make this a meaningful event for minority youth in the metro-Atlanta area. We are asking that you prepare a booth/exhibit and be on hand to share your experiences. We have asked that Mayor Young and Governor Harris name March 29, 1984 Minority Youth Business Enterprise Development Day.

We know that you won't want to miss this opportunity to share your insights with minority youth from all over Atlanta.

Dear _____

Cuyahoga Community College in cooperation with the City of Cleveland Minority Business Development Center (MBDC) have come together to form a "Partnership for Progress." The goal of this "partnership" is to provide assistance to minority small business owners and managers. Our first effort in this regard is an intensive management training seminar for minority small business entreneurs and their employees.

I would like to extend a personal invitation to you and your staff to participate in a one and one-half day workshop—"Sound Operation and Effective Management Principles for Small Business." The seminar will be held on March 21-22, 1984 at the Somerset Inn, Cleveland, Ohio. This workshop is designed to lay the groundwork for subsequent on-going public/private partnerships in support of minority business.

In light of these objectives, this seminar will bring together bankers, management consultants, procurement experts, computer specialists, and technicians in the field of small business development to discuss issues and concerns of the minority small business owner. You will receive additional information regarding program format and registration procedures within the next few days.

Dr. LaVonne M. Turner, Cuyahoga Community College and Ms. Tanya Allmond, MBDC, will be coordinating this seminar. If you have any questions, please contact Dr. Turner at 348-4300 or Ms. Allmond at 664-4164.

Dear _____

The Albuquerque Technical-Vocational Institute has been selected as one of 12 two-year postsecondary schools to participate in the "Minority Business Management Development Project" sponsored by the Minority Business Development Agency of the United States Department of Commerce. This project is managed by the American Association of Community and Junior Colleges in cooperation with the Opportunities Industrial Center of America, Inc. and SER—Jobs for Progress, Inc.

The purpose of this project is to introduce local minority youth (16 to 21 years of age) to the opportunities existing in small business ownership. As you probably know, many young people are not aware of the value and potential of business ownership. The more youth that this project can reach the more potential there will be for small business growth.

This project realizes that the involvement of the public and private sectors working together on the project will substantially increase its chance for success. Small business is the core of American business and without it even large businesses would have difficulty surviving. Small business growth is in the best interest of our country's economy and growth.

As part of this project a conference was held on February 8th at the Albuquerque Convention Center (see attachment). We are seeking donations to help us realize this worthwhile endeavor. You have indicated that you would be able to help us with a $50 donation. If you have any questions please contact Art Cordova at 848-1650, Albuquerque Technical-Vocational Institute.

Thank you for helping us help youth employ themselves and giving our future economy a long needed boost. Thank you for your time and generosity.

Forms

Minority Business Enterprise Project
Participant Intake Form

1. Participant Name _____
   Address _____
   _____
   Telephone Number _____

2. Gender: Male _____ Female _____

3. Educational Status: In School? Yes _____ No _____
   If yes, please list:

   School Name _____
   School Address _____
   _____

4. You were referred by _____

5. Do you own or manage a business? Yes _____ No _____
   If yes, please list:

   Name of Business _____
   Business Address _____
   _____
   Telephone Number _____ Number of Employees _____

6. Your racial/ethnic category preference:

   American Indian _____
   Asian/Pacific Islander _____
   Black (other than Hispanic) _____
   Hispanic _____
   Other (please specify) _____

   NOTE: By law, you are not required to reveal confidential information about yourself. This information on racial/ethnic status will be used to help prove that we fulfilled the specifications of our project grant.

This project is sponsored by _____ College, the American Association of Community and Junior Colleges (AACJC), and the Minority Business Development Agency (MBDA) of the U.S. Department of Commerce.

Minority Business Youth Fair
Exhibitor Registration

Name & Title _____
Company _____
Address _____
_____
Telephone (Work) _____ (Home) _____

☐ I will prepare an exhibit for the Minority Business Youth Fair, please send me additional information.

☐ I will not prepare an exhibit, but I will attend the Youth Fair and be available to talk with the minority youth participants. Please send me additional information.

☐ I would like to make a contribution to the project, my check is enclosed. Please make check payable to Atlanta Junior College MBYP.

_____
Signature and Date

★ ★ No Registration Fee Required

Minority Business Enterprise Project
Evaluation of Entrepreneurial Activity by Participant

Thank you for attending today's session, _____(date)_____, on entrepreneurship sponsored by _____ College, the American Association of Community and Junior Colleges (AACJC), and the Minority Business Development Agency (MBDA) of the U.S. Department of Commerce. *Please take the few minutes necessary to complete this evaluation form, for your comments will help us to plan for future sessions.*

1. What I liked most about today's session:

2. What I liked least about today's session:

3. Was the length of the session satisfactory?
   Just right _____ Too long _____ Too short _____

4. Describe one thing that you learned today:

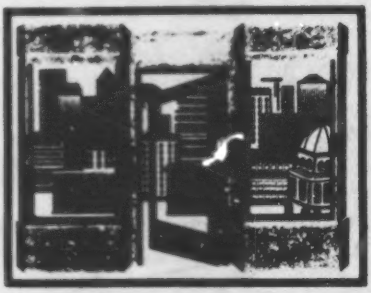
5. Are you enthusiastic about the possibilities of owning your own business one day?
   Yes _____ No _____
   If Yes, give a brief description of your business idea:

6. What additional information would you like to receive on entrepreneurship?

7. Comments:

Certificates of Participation

Minority Business Opens Doors



to Growth in America

In recognition of the participation of

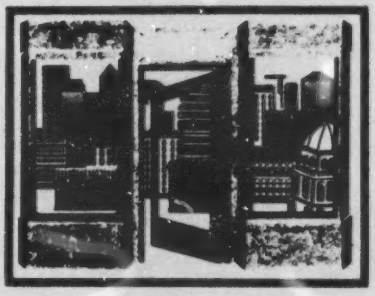
in the Minority Business Enterprise Project

Date_____

MBDA Sponsored by the Minority Business Development Agency
U.S. Department of Commerce 14th and Constitution, N.W. Washington, D.C. 20230

Cosponsored by the American Association of Community and Junior Colleges

Los negocios de las minorías abren las puertas



al crecimiento en los Estados Unidos

En reconocimiento de la participación de

en el Proyecto de Empresas de Negocios de las Minorías

Date_____

MBDA Sponsored by the Minority Business Development Agency
U.S. Department of Commerce 14th and Constitution, N.W. Washington, D.C. 20230

Cosponsored by the American Association of Community and Junior Colleges

Unit IV.

Resource Persons

Pilot Project Directors

1) Dr. Dale Kerby
Albuquerque Technical-Vocational Institute
525 Buena Vista SE
Albuquerque, New Mexico 87106
505-848-1650

2) Ms. Gloria Christler
Atlanta Junior College
1630 Stewart Avenue, S.W.
Atlanta, Georgia 30310
404-656-6374

3) Ms. Lillian Smith
Community College of Baltimore—Harbor Campus
Lombard at Market Place
Baltimore, Maryland 21202
301-396-4944

4) Dr. LaVonne Turner
Cuyahoga Community College—Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115
216-348-4300

5) Mr. Mack Alexander
Pioneer Community College
6217 Prospect
Kansas City, Missouri 64130
816-444-4600

6) Ms. Shirley "Chini" Johnson
Los Angeles Trade Technical College
400 West Washington Boulevard
Los Angeles, California 90015
213-746-0800, ext. 290

7) Dr. Jaime Chahin
Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
512-544-8213

8) Mr. Bennie Moore
Miami-Dade Community College
11380 N.W. 27th Avenue
Miami, Florida 33168
305-685-4311

9) Dr. Elinor Garely
Borough of Manhattan Community College
199 Chambers Street
New York, New York 10007
212-618-1533

10) Dr. Sydney Jaffe
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, Pennsylvania 19130
215-751-8786

11) Dr. Willis Kirk
City College of San Francisco
50 Phelan Street
San Francisco, California 94122
415-239-3555

12) Dr. Vidal Velez
Inter American University
Central Administration College
P.O. Box 4927
San Juan, Puerto Rico 00936
809-763-9622

Subcontractors

1) Mr. Tony Moore
Program Manager
Opportunities Industrialization Centers
of America, Inc.
100 West Coulter Street
Philadelphia, Pennsylvania 19144

2) Mr. Victor Monte[illegible]
Program Mana[illegible]er
SER/Jobs For Progress, Inc.
1355 River Bend Drive
Dallas, Texas 75247

Directors of Minority Business Development Agency (MBDA) Regional Offices

1) Mr. Carlton Eccles
Acting Regional Director
Atlanta Regional Office/MBDA
1371 Peachtree Street, N.E.
Suite 505
Atlanta, Georgia 30309

Serves: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

2) Mr. Richard Sewing
Regional Director
Chicago Regional Office/MBDA
55 East Monroe Street
Suite 1440
Chicago, Illinois 60603

Serves: Illinois, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin

3) Mr. David Vega
Acting Regional Director
Dallas Regional Office/MBDA
1100 Commerce Street
Room 7B-19
Dallas, Texas 75202

Serves: Arkansas, Colorado, Louisiana, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wyoming

4) Ms. Georgina Sanchez
Regional Director
New York Regional Office/MBDA
26 Federal Plaza
Room 36-113
New York, New York 10007

Serves: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Puerto Rico, Rhode Island, Vermont, the Virgin Islands

5) Mr. Xavier Mena
Regional Director
San Francisco Regional Office/MBDA
450 Golden Gate Avenue
Federal Building, Room 15043
San Francisco, California 94102

Serves: Alaska, American Samoa, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington

6) Mr. Stanley Tate
Regional Director
Washington Regional Office/MBDA
U.S. Department of Commerce
14th & Constitution, N.W.
Room 6711
Washinton, D.C. 20230

Serves: Delaware, Maryland, Pennsylvania, Virginia, Washington, D.C., West Virginia

U.S. Senate Committee on Small Business

Lowell P. Weicker, Jr., Connecticut,
Chairman
Max Baucus, Montana
David L. Boren, Oklahoma
Rudolph E. Boschwitz, Minnesota
Dale Bumpers, Arkansas
Alfonse M. D'Amato, New York
Alan J. Dixon, Illinois
Slade Gorton, Washington
Orrin Hatch, Utah
Walter D. Huddleston, Kentucky
Robert W. Kasten, Jr., Wisconsin
Carl M. Levin, Michigan
Don Nickles, Oklahoma
Sam Nunn, Georgia
Bob Packwood, Oregon
Larry Pressler, South Dakota
Warren B. Rudman, New Hampshire
James R. Sasser, Tennessee
Paul E. Tsongas, Massachusetts

U.S. House of Representatives Committee on Small Business

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James H. Cooper, Tennessee
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Henry B. Gonzales, Texas
Charles F. Hatcher, Georgia
Charles Hayes, Illinois
John P. Hiler, Indiana
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John J. LaFalce, New York
Thomas A. Luken, Ohio
Nicholas Mavroules, Massachusetts
Romano L. Mazzoli, Kentucky
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Ike Skelton, Missouri
Neal Smith, Iowa
Christopher J. Smith, New Jersey
Charles W. Stenholm, Texas
Esteban Edward Torres, California
Tom J. Vandergriff, Texas
Vin Weber, Minnesota
Lyle Williams, Ohio
Ron Wyden, Oregon

Unit V.

Other Resources

Assistance Agencies, Associations, and Organizations

1) Minority Business Development Agency (MBDA)
U.S. Department of Commerce
14th & Constitution, N.W
Washington, D.C. 20230

This agency offers management and technical assistance to minority businesses. MBDA regional office directors are listed under RESOURCE PERSONS.

2) Minority Business Development Centers (MBDCs)

The goals of these centers are 1) to encourage and promote business formations by minorities, 2) to promote increased growth rates among new and existing minority businesses, and 3) to reduce failure rates of minority businesses by assisting them in planning and implementing sound competitive strategies.

For information on one's local MBDC, the appropriate MBDA regional director should be contacted.

3) Small Business Administration (SBA)
1441 L Street, N.W.
Washington, D.C. 20416

The SBA sponsors training sessions to educate small business owners about the various technical and managerial facets of running a business. The SBA formulates and coordinates policies benefiting minority small business and provides management assistance publications which cover a wide range of topics associated with starting, operating, and monitoring the growth of small business.

For information on local SBA offices, contact the Management Assistance Division of the central SBA office (address given above).

4) Service Corps of Retired Executives (SCORE)
National SCORE Office
1441 L Street, N.W.
Washington, D.C. 20416

This organization is a volunteer group of retired men and women who provide free management counseling to any business requesting it.

Contact the National Office for information on local SCORE offices.

5) Small Business Institute (SBI) Program
1441 L Street, N.W.
Washington, D.C. 20416

Through this program faculty and graduate students in schools of business administration across the country provide personal counseling and technical advice.

For information about local SBI Programs, contact SBA office.

6) Internal Revenue Service (IRS)

The IRS provides information for filing federal income taxes and "The Tax Guide for Small Business," Publicattion No. 334. It also sponsors tax workshops which explain business taxes and highlight tax benefits and obligations connected with small business.

For further information or assistance, one's local IRS office,

listed under U.S. Government in the telephone directory, should be contacted.

7) National Federation of Independent Businesses (NFIB)
Education Division
600 Maryland Avenue, S.W.
Capitol Gallery East, Room 695
Washington, D.C. 20024

This is a membership organization for small business managers and owners which provides information and educational materials based on research and on the monitoring of political action regarding small business.

8) International Council for Small Business (ICSB)
University of Georgia
Brooks Hall, Room 348
Athens, Georgia 30602

This is a non-profit organization whose goal is to serve as the primary organization for the diverse professionals interested in small business management and entrepreneurial development.

9) National Small Business Training Network (NSBTN)
American Association of Community and Junior Colleges (AACJC)
One Dupont Circle, N.W.
Suite 410
Washington, D.C. 20036

NSBTN/AACJC links together 275 two-year colleges in all 50 states and works with the Small Business Administration to deliver high quality, low-cost small business management training and to assist colleges in marketing the networking concepts in local settings by establishing liaisons and cooperative efforts with other community-based groups.

10) National Minority Business Council, Inc. (NMBC)
235 East 42nd Street
New York, New York 10017

The services that this organization provides to minority entrepreneurs include a quarterly publication, a legal service progam, educational and management training seminars, and a national business directory.

11) United Indian Development Association (UIDA)
1541 Wilshire Boulevard
Suite 307
Los Angeles, California 90017

This is a non-profit corporation founded and directed by American Indians that provides management services and technical assistance to individual business owners, tribal enterprise development corporations, and community service centers.

12) National Commission on Resources for Youth (NCRY)
36 West 44th Street
Room 1314
New York, New York 10036

This is an independent non-profit organization to expand opportunities for youth in American society. NCRY seeks out, encourages, and promotes programs that recognize the capabilities and developmental needs of youth.

Books

1) BUSINESS INFORMATION SOURCES
by Lorna M. Daniells
University of California Press
Berkeley, California, 1976

2) BUSINESS LOANS: A GUIDE TO MONEY SOURCES AND HOW TO APPROACH THEM SUCCESSFULLY
by Rick Stephen Hayes
CBI Publishing Company, Inc.
Boston, Massachusetts, 1980

3) THE COMPLETE INFORMATION BANK
by Ron Christy & Billy Jones
Center for Entrepreneurship
College of Business Administration
Wichita State University
Wichita, Kansas, 1982

4) CREATIVE BUSINESS FINANCING
by James G. Simmons
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey, 1982

5) THE ENTREPRENEUR'S MASTER PLANNING GUIDE
by John A. Welsh & Jerry F. White
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey, 1983

6) HOW TO ORGANIZE AND OPERATE A SMALL BUSINESS
by Kelley, Lawyer, & Baumback
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey, 1977

7) THE INSIDER'S GUIDE TO SMALL BUSINESS RESOURCES
by David E. Gumpert & Jeffrey A. Timmons
Doubleday
Garden City, New York, 1979

8) PERSONNEL MANAGEMENT FOR THE SMALL COMPANY
by Linda A. Roxe
AMACOM
New York, New York, 1979

9) RAISING VENTURE CAPITOL
Deloitte, Haskins, & Sells
New York, New York, 1982

10) THE SECRETS OF PRACTICAL MARKETING FOR SMALL BUSINESS
by Herman R. Holtz
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey, 1982

11) SIMPLIFIED ACCOUNTING FOR NON-ACCOUNTANTS
by Rick Stephen Hayes & C. Richard Baker
John Wiley & Sons
New York, New York, 1980

12) SMALL BUSINESS SURVIVAL GUIDE
by Joseph R. Mancuso
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey, 1980

13) SMALL-TIME OPERATOR
by Bernard Kamaroff
Bell Springs Publishing Company
Laytonville, California, 1982

14) TAXATION FOR SMALL BUSINESS
by M. J. Lane
John Wiley & Sons
New York, New York, 1982

15) HOW TO RUN A SMALL BUSINESS
by J. K. Lasser
4th Edition
McGraw-Hill Book Company
New York, New York, 1974

16) MANAGE MORE BY DOING LESS
by Raymond O. Loen
McGraw-Hill Book Company
New York, New York, 1971

17) MANAGING THE SMALL BUSINESS
by Steinmetz, Kline, & Stegall
Richard E. Irwin, Inc.
Homewood, Illinois, 1976

18) THE PRACTICE OF MANAGEMENT
by Peter F. Drucker
Harper & Row Publishers
New York, New York, 1954

19) STARTING & SUCCEEDING IN YOUR OWN SMALL BUSINESS
by Louis A. Allen
Grossett & Dunlap
New York, New York, 1977

20) MANAGEMENT INFORMATION GUIDE
Gale Research Company
Book Tower
Detroit, Michigan

21) ENCYCLOPEDIA OF BUSINESS INFORMATION SOURCES
by Paul Wasserman
Gale Research Company
Book Tower
Detroit, Michigan

22) ENTREPRENEURIAL DIMENSIONS OF MANAGEMENT
by Jay Anton
Livingston Publishing Company
Wynnewood, Pennsylvania

23) THE ENTREPRENEUR'S HANDBOOKS
by Joseph R. Mancuso
Artech House
Dedham, Massachusetts

24) ENTREPRENEURSHIP: PLAYING TO WIN
by Gordon B. Baty
Reston Publishing Company
Reston, Virginia, 1974

25) FUN & GUTS—THE ENTREPRENEUR'S PHILOSOPHY
by Joseph R. Mancuso
Addison-Wesley
Reading, Massachusetts, 1973

Periodicals

1) BUSINESS HORIZONS
Indiana University
Graduate School of Business
Division of Research
625 North Jordan Street
Bloomington, Indiana 47405

2) HARVARD BUSINESS REVIEW
Harvard University
Graduate School of Business
Administration
Teele Hall, Room 302
Soldiers Field Road
Boston, Massachusetts 02163

3) JOURNAL OF SMALL BUSINESS MANAGEMENT
International Council of Small Business
University of Wisconsin Extension
929 North Sixth Street
Milwaukee, Wisconsin 53203

4) MANAGEMENT REVIEW
American Management Associations
135 West 50th Street
New York, New York 10020

5) BLACK ENTERPRISE
P.O. Box 5400
Bergenfield, New Jersey 07621

6) BUSINESS & SOCIETY REVIEW
870 Seventh Avenue
Tower Suite
New York, New York 10019

7) BUSINESS TODAY
Green Hall Annex
Princeton, New Jersey 08540

8) BUSINESS WEEK
1221 Avenue of the Americas
New York, New York 10020

9) FORBES
1015 Fifth Avenue
New York, New York 10011

10) FORTUNE
1271 Avenue of the Americas
New York, New York 10020

11) NATION'S BUSINESS
1615 H Street, N.W.
Washington, D.C. 20026

12) JOURNAL OF SMALL BUSINESS MANAGEMENT
Editor, Stanley J. Kloc, Jr.
Bureau of Business Research
West Virginia University
Morgantown, West Virginia 20506

13) THE KIPLINGER WASHINGTON LETTER
1729 H Street, N.W.
Washington, D.C. 20006

Films

Beacon Films
P.O. Box 575
Norwood, Massachusetts 02062

Beacon Films is a company that distributes 16 millimeter films and videocassettes on a variety of instructional topics, including entrepreneurial training and development. The company's entrepreneurial studies offerings come in two series: 1) *How to Start a Business* and 2) *How to Run a Business*. Following are the films that make up the first series:

1) Are You an Entrepreneur?
2) What Will Your New New Venture Demand?
3) What's the Best Business for You?
4) Who Will Your Customers Be?
5) How Will You Penetrate Your Market?
6) How Much Capital Will You Need?
7) How Will You Find Capital?
8) Do You Need a Business Plan?
9) What Should Your Business Plan Contain?
10) Who Will Help You Start Your Venture?
11) How Do You Buy A Business?
12) How Do You Buy A Franchise?
13) How Can You Survive Business Crises?

The *How to Run a Business* series contains seven films that deal with such issues as accounting, insurance, and taxation.

BEST COPY AVAILABLE

Minority Business Development Agency
U.S. Department of Commerce
14th and Constitution, N.W.
Washington, D.C. 20230

Cosponsored by the

American Association of Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, N.W.
Washington, D.C. 20036 202 / 293-7050

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